

Management System

TOPICS INCLUDE:

- Using the Management Agreement Tool
- Advisory Council
- Use of Data
- Action Plans
- Use of Time
- Calendars

The management systems section of the *Idaho School Counseling Model* comes directly from ASCA's *National Model for School Counseling Programs*® and describes the various organizational processes and tools needed to manage a school counseling program. The management is organized, concrete, clearly delineated and reflective of the school site's needs. Professional school counselors analyze their site data, develop plans of action to meet objectives, create and maintain a master calendar, and provide organizational activities. This section addresses:

- *when* (action plan and calendar),
- *why* (use of data),
- *who* will implement (management agreement),
- *on what authority* (adoption by local school board or governing body, management agreements, and advisory council) the school counseling program is delivered.

The school guidance curriculum addresses every student's developmental needs. The school counseling program must be effectively and efficiently managed. Clear expectations and purposeful interaction with the administration, teachers, staff, parents and students result in student growth, and a school counseling program that is integrated into the total educational program.

A school counseling program includes systems of management, active input of an advisory council, action plans, student monitoring, use of time, calendars, use of data and a precise understanding of school counseling program and non-school-counseling program responsibilities.

Management systems include administrative support of the school

counseling program. Administrators and professional school counselors work collaboratively to analyze student data and develop action plans and implementation timelines specific to the school counseling program. Professional school counselors develop calendars to ensure program implementation, monitor program progress, and maximize time spent executing the school counseling program.

Using the Management Agreement Tool

Management agreements within the school counseling and guidance program enable effective implementation of the delivery system to meet students' needs. The school counseling staff and the building administrator make management decisions based on site needs and data analysis.

It is recommended that:

- Professional school counselors and administrators review and discuss data-driven needs for the student population and school based on data analysis.
- Professional school counselors decide on a plan of action to meet student needs.
- Professional school counselors and administrators agree on how students, school guidance curriculum and services will be assigned.
- Professional school counselors annually present a draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the professional school counselors.
- In existing counseling programs, counselors use the Management Agreement Tool to negotiate maximum direct service to students.

Program implementation is based on integrating all elements of the school counseling program. (See sample management agreements in the [Appendix, pp. 119-123.](#)) Organizational plans should include consideration of the following:

- How will students be assigned to professional school counselors to ensure every student has access to the program and acquires the predetermined competencies? Should assignment be by grade level, alpha breakdown, standards domain, academy or pathway? Will students see any professional school counselor or a

combination of professional school counselors?

- Will professional school counselors choose to specialize in different areas? Will the school site implement a "counselor of the day" program so there is always one professional school counselor available for crisis when others are delivering the guidance curriculum or participating in professional development?
- What amount of time should be spent delivering guidance lessons, providing individual student planning, delivering responsive services and managing system support? (See page 38.)
- Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular work day?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the professional school counselor or team's ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team with the administration, with the school staff and with the advisory council?
- Who determines how support services for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When professional school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

Advisory Council

An advisory council is a representative group of persons appointed to advise and assist the school counseling program within a school district. The advisory council reviews the program goals, competencies, and results, and participates in making recommendations to the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council membership reflects the community's diversity. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, professional school counselors, administrators, school board members, business, and community members. The council should meet at least twice a year.

Advisory council functions can vary. The area of specialization, number of years an educational program has been in existence, program size, community needs and other important items all affect the advisory council's functions. Professional school counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counseling program.

Setting Up an Advisory Council

When creating an advisory council, the professional school counselor should consider two essential variables: stakeholder representation and group size. The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, etc. Although broad representation is crucial, the council's size is also an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too

many or too few members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of seven members and a maximum of 20 members.

The first step in forming a viable council is selecting effective candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community.

Careful selection of members is crucial; screening candidates is recommended. Appointing members with sincere interests in the counseling program is recommended. Officially invite potential members to serve on the advisory council. Provide a brief explanation to indicate the amount of time that may be needed and some of the council's purposes. An Advisory Council Handbook is located in the [Appendix, pp.124-134.](#)

The advisory council's chairperson should have skills in planning and conducting meetings and developing an agenda. The chairperson should possess group facilitation skills and consistently demonstrate a positive attitude toward others.

Terms of membership include appointments to definite terms of office from one to three years. Provision may be made for staggered replacement so there will always be experienced members serving.

At the first meeting, detailed information is provided to direct the council's purpose and goals. Reports, other information, and data that have been previously collected are included in an information packet to each member.

Setting of meeting dates and times and other organizational activities should take

place at the first meeting. At the beginning of the school year, the meeting is held to present the goals and objectives along with the calendar for the school counseling program. At the end of the year, program results are shared along with recommendations for program improvement.

It is the responsibility of the educational institution and the professional school

counselor involved to let the council know the direction it should take. To ensure effectiveness, it is crucial that each advisory council meeting have a specific agenda and goals to be accomplished. Goals may be subject to revision as the need arises. Minutes of previous meetings and an agenda of the upcoming meeting should be sent to each member several days in advance.

Use of Data

A comprehensive school counseling program is data driven. The use of data to create change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. Professional school counselors show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, student achievement, and related data. The use of data in the comprehensive program (The Education Trust, 1997):

- Demonstrates accountability and progress toward goals.
- Monitors student progress.
- Creates urgency for change.
- Serves as a catalyst for focused action.
- Engages decision makers, district leaders, school teams, etc. in data-driven decision making.
- Challenges existing policies, practices, attitudes and mindsets.
- Identifies access and equity issues to focus advocacy and interventions.
- Focuses resources, programs, interventions and strategies where they are needed most.
- Supports grant proposals.

To create a data-driven school counseling program, professional school counselors look at a wide variety of data from several perspectives. Through data analysis, professional school counselors,

administrators, faculty and advisory council members are able to create a current picture of students and the school environment. This picture focuses discussion and planning around students' needs and the professional school counselor's role in addressing those needs.

MONITORING STUDENT PROGRESS

Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. Professional school counselors are proficient in the collection, analysis and interpretation of student achievement and related data. Professional school counselors access three types of data to monitor student progress: student achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data: Student achievement data measure students' academic progress. Student achievement data fields include:

- Grade point averages.
- SAT, ACT, and Compass scores.
- Senior project results.
- Graduation rates.
- At or above grade/achievement level in reading, math, etc.
- Passing all classes.
- Promotion and retention rates.

- Dropout rates.
- Completion of specific academic programs (i.e., academic honors, college prep, etc.).
- Standardized test data.

Achievement-related data: Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields include:

- Individual Graduation Plan activities.
- Behavior interventions.
- Discipline referrals.
- Suspension incidents.
- Alcohol, tobacco and other drug violations.
- Attendance profile.
- Parent or guardian involvement.
- Participation in extracurricular activities.
- Homework completion patterns.

Standards- and competency-related data: These data measure student mastery of the competencies delineated in the *Idaho Counseling Model Standards for Students*. These data could include:

- Students with four- or six-year Individual Graduation Plans on file.
- Students who have participated in work-based learning opportunities.
- Students who have set and attained academic goals reflected on Individualized Graduation Plan.
- Students who apply effective personal or social skills.

Disaggregate Data

To ensure every student achieves high academic standards and masters the *Idaho School Counseling Model Standards for Students*, it is important to look at aggregate data from the entire student body and disaggregated data. To disaggregate data, professional school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. Disaggregated data often spur change because they bring to light issues of equity and focus the discussion

upon the needs of specific groups of students.

Although there are many variables by which data may be disaggregated, the common fields include:

- Gender.
- Ethnicity.
- Socioeconomic status (e.g. free and reduced lunch).
- Career Cluster pathway.
- Language spoken at home.
- English language education.
- Special education.
- Section 504.
- Grade level.
- Teacher(s).

Program Evaluation Data

Professional school counselors use data to show the school counseling program's impact. Professional school counselors evaluate process, perception and results data collected immediately, intermediately and over time (Hatch & Holland, 2001).

Process data: Process data answer the question, "What did you do for whom?" and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice (i.e., did professional school counseling lessons occur in every sixth grade class on violence prevention? How many students were affected? How many students participated in small group counseling?).

Examples of process data include:

- Held six five-session counseling groups with eight students each on anger management.
- 1,350 sixth to eighth grade students received violence prevention school guidance lesson.
- 250 parents or guardians attended a career evening event.
- All middle school/junior high school students were seen to prepare a four-year Individual Graduation Plan.

Perception data: Perception data answer the question, “What do people think they know, believe or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. These data are often collected through pre- and post-surveys, tests or skill demonstration opportunities such as presentations or role play, data, competency achievement, surveys or evaluation forms. Examples of perception data for competency achievement include:

- 100 percent of students in grades 9-12 have updated an Individual Graduation Plan.
- 100 percent of sixth grade students have completed an interest inventory in CIS Jr.

Examples of perception data for knowledge gained include:

- 89 percent of students demonstrate knowledge of promotion/retention criteria.
- 92 percent of students can identify the early warning signs of violence.

Examples of attitudes or beliefs data include:

- 74 percent of students believe fighting is wrong.
- 29 percent of students report feeling safe at school.
- 78 percent of students know the name of their professional school counselor.
- 90 percent of the parents or guardians feel they understand college entrance requirements.
- 70 percent of eighth grade students understand the relationship between academics and careers.

Results data: Results data answer the question, “So what?” The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students’ ability to utilize their knowledge,

attitudes and skills to effect behavior change. These data are collected from myriad sources such as attendance rates, number of discipline referrals, grade point averages, student graduation rates, etc. Examples of results data for behavior change include:

- Graduation rates improved by 14 percent.
- Attendance improved among seventh grade males by 49 percent.
- Discipline referrals decreased by 30 percent.

Data Over Time

The impact of the comprehensive school counseling program is revealed over time. Data can be collected over three different time frames: immediate, intermediate, and long-range.

Immediate: Data that measure the immediate impact of knowledge, skills and attitudes change as a result of professional school counselor activity or intervention (e.g., pre- and post-tests on student competencies addressed in a classroom unit; Individual Graduation Plan completed).

Intermediate: Data collected to measure application of knowledge, skills and attitudes over a short period of time (e.g., improved test-taking ability, improved classroom behavior after small-group counseling, improved grades this quarter after homework or study skill lessons).

Long-range: School-wide, year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and behavior data.

Data Analysis

Professional school counselors use statistics to meaningfully analyze data. Simple percentages can create powerful pictures of what is happening in the school.

Data Management

Professional school counselors analyze school-managed records to meet the needs

of students and enhance the counseling program.

7 C's Model for Data Analysis and Reporting

The 7Cs Model is a three-dimensional approach to programming that consists of (1) delivery systems through which programs and services are provided, (2) areas of emphasis or the scope of our work with children and youth, and (3) partners with whom we collaborate in the delivery process. This additional comprehensive model that defines, guides, and tracks what school counselors do can be found at <http://7cs-schoolcounselingmodel.com/>. A 7Cs Guide Narrative can be found in the [Appendix on pp. 135-143](#). 7Cs Data Tracking[®] spreadsheet information can be found in the [Appendix on p. 144](#).

ACADEMIC and BEHAVIORAL INTERVENTIONS

Schools are no longer judged by the accomplishments of their brightest students; they are held accountable for the progress of every student. Educational statistics indicate an achievement gap based on geographic location, ethnicity and socioeconomic status (The Educational Trust, 2002).

Teachers know that all students learn in different ways and at different speeds. Through the analysis of disaggregated data, educators discover which groups of students need additional help and design interventions specifically geared toward those students' needs. For example, to help all students learn to the same high standards, teachers may create differentiated instruction, and schools might institute programs and activities designed to provide extra time and help to those students who need it. These intentional interventions are strategically designed to close the achievement gap.

Professional school counselors know that students come to school with varied academic, personal, and social resources. Disaggregated data help uncover areas where groups of students are having difficulty. Analyzing disaggregated data also uncovers equity and access issues. Professional school counselors strategically design programs or activities to help lessen the barriers and begin to close the achievement gap.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing and under-represented populations. Professional school counselors examine the student academic achievement data and develop interventions designed to help students succeed. These interventions may take the form of traditional school counseling activities such as classroom presentations and individual or small-group counseling. School counselors are also advocates for students.

As advocates, professional school counselors work to remove barriers that hinder academic success. They challenge school policies that don't promote student achievement or equal access to a rigorous curriculum. Professional school counselors advocate for adequate academic support: tutoring classes, highly-qualified teachers, a rigorous curriculum, and standards-based assignments are all variables that influence the achievement gap. School counselors also advocate for a school climate where access and support for rigorous preparation for every student are expected.

The results of these interventions, designed to close the achievement gap, can be documented with student-achievement and achievement-related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as integral to student success.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the professional school counselor intends to achieve the desired result (Johnson & Johnson, 2001). Action plans are utilized with the planned school guidance curriculum activities.

The school guidance curriculum plan consists of structured developmental lessons designed to assist students in achieving the competencies (Dahir, Sheldon & Valiga, 1998). The lessons are presented systematically in K-12 through classroom and group activities. The purpose of the school guidance curriculum (as can be reviewed in the “Delivery System” component) is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains.

As mentioned in the “Use of Data” section, data will drive program decision making. When data are analyzed for every student, school counseling program gaps and discrepancies surface, and professional school counselors develop intervention plans (Hatch & Holland, 2001). The gaps exposed help ensure equity and access to academic achievement for every student. Once the curriculum is agreed to, it may remain largely similar year to year while the interventions may change from year to year based on data.

School Guidance Curriculum Action Plans

School guidance curriculum action plans contain:

- Domain and standard to be addressed: academic and professional-technical, life and career, or personal and social.
- Student competency addressed.
- Description of actual school guidance activity the professional school counselor or professional school counseling team will provide.
- Assurance that the curriculum is provided for every student.
- Title of any packaged or created curriculum that will be used.
- Timeline for completion of activity.
- Name of individual responsible for delivery.
- Means of evaluating student success using pre- and post-tests, demonstration of competency or product.
- Expected result for students stated in terms of what will be demonstrated by the student.
- Indication that the plan has been reviewed and signed by the administrator.

Academic and Behavioral Intervention Action Plans

Although the guidance curriculum is for all students, the academic and behavioral intervention plan addresses the discrepancies in meeting students’ individual needs and their achievement.

(See the action plans in the [Appendix, pp. 145-146](#), for a sample of the academic and behavioral intervention plans.)

Use of Time

How much time should professional school counselors spend delivering services in each component area? The following percentages (See Figure 5.2 and [Appendix](#)

[p. 147](#)) serve as a guide to professional school counselors and administrators when determining the time their program needs to spend in each of the four delivery system

components. Professional school counselors should maintain 80 percent of their time for direct service to students, staff and families.

Professional school counselors track their time and document activities performed throughout their days (See Appendix, p. This allows professional school counselors and administrators to determine the amount of time being spent in each of the delivery system components.

A conclusion may also be drawn from use of time information regarding how much time is currently being spent on counseling and guidance activities versus non-counseling activities. The American School Counseling Association, the Idaho School Counseling Association, the Idaho Career Development Association, the Idaho Career Guidance Association, and the Division of

Figure 5.2

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Program Support	10-15%	10-15%	15-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Professional-Technical Education recommend professional school counselors spend a majority of their time in direct service to students.

Appropriate and Inappropriate Activities for School Counselors

A school counseling program recognizes that counselors spend most of their time in direct service to and contact with students. Professional school counselors' duties are focused on the delivery of the total program through guidance curriculum, individual student planning and responsive services. A

small amount of professional school counselor time is devoted to indirect services called program support.

Preventative education is best accomplished by implementing guidance curriculum in the classroom and by coordinating preventative education programs such as conflict resolution and safe-schools programs at school sites. Figure 5.3 represents a comparison between appropriate and inappropriate activities for school counselors.

Figure 5.3

Appropriate Activities for School Counselors

- Working with students to provide small and large-group counseling services
- Documenting school counseling contacts and activities
- Collaborating with teachers to present guidance curriculum lessons
- Collaborating with teachers to improve classroom management skills
- Interpreting cognitive, aptitude, and achievement tests
- Analyzing grade-point averages in relationship to achievement
- Disaggregating data
- Interpreting student records
- Ensuring that student records are maintained as per state and federal regulations
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Advocating for students at individual plan meetings, student study teams and school attendance review boards

Inappropriate Activities for School Counselors

- Building the master schedule and registering all students
- Registering and scheduling all new students
- Coordinating or administering cognitive, aptitude and achievement tests
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising study halls
- Maintaining clerical records
- Assisting with administrative duties
- Working with one student at a time in a therapeutic, clinical mode
- Preparing IEPs (individual education plans)
- Managing school attendance review boards
- Entering data

Adapted from Campbell, C.A. (1997). Sharing the vision: The ASCA national standards for school counseling programs, Alexandria, VA: American School Counselor Association; and Trotter, et. al. (2008). The 7Cs School Counseling Model.

Calendars

Professional school counselors develop and publish calendars of school counseling program events to ensure students, parents or guardians, teachers and administrators know what, when and where activities will be held. Calendars also assist with planning, which ensures program participation.

The use of a school counseling and guidance program calendar aligned with the school site calendar facilitates staff, parents or guardians, student and community involvement as partners in each student's education. The calendar establishes a site schedule for the school counseling and guidance program activities. As the program grows and multiple activities are developed,

a calendar validates the important support the professional school counselor program provides students, parents or guardians, teachers and administrators. An effective calendar invites others to acknowledge and participate in the school counseling and guidance program activities (Henderson & Gysbers, 1998; Johnson & Johnson, 2001; Myrick, 2003).

A school counseling program is balanced in two ways:

- In the delivery system (i.e., school guidance curriculum, individual student planning, responsive services and system support).

- In the use of time spent delivering the components.

Calendars can:

- Identify grade levels, dates and activities.
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community.
- Be posted on a weekly or monthly basis.
- Be compared to locally established goals for time spent in the delivery of system components.
- Be utilized to allocate time for data analysis and program evaluation.
- Be used when designing and determining system priorities.
- Be shared with the principal as an indicator of leadership, advocacy and foresight in the professional school counselor's approach.

Annual Calendar

The yearly calendar is a way for professional school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, school or student bulletin boards, administrative offices, parent or guardian center, career center, student store and other sites used to communicate school events. It may also be submitted to the local newspaper, the student newspaper and the school counseling department's Web site to increase the program's visibility. The school counseling program annual calendar includes EXPLORE, PLAN, ACT, PSAT and SAT dates; ASVAB dates; planned school counseling and guidance classroom lesson; financial aid night; professional development workshops; career or college

nights; small groups; parenting classes; National School Counselor Week; scholarship deadlines; Red Ribbon Week; peer and adult mentoring programs; advisory council meetings; or other opportunities provided through the school counseling program. (See Appendix, pp. 152-155.)

The benefits of having a school counseling program calendar are:

- Increases visibility of the school counseling program and other related educational activities.
- Provides focus on events or activities of value for the students, parents or guardians, and staff.
- Increases communication within the school and home about schedules and program activities.
- Encourages the student, family, department, and school to plan ahead for important school counseling program activities.
- Establishes an organizational pattern of highlighting and valuing school counseling program opportunities.
- Reminds professional school counselors to reserve the use of the facility hosting the events or activities.

Monthly Calendar

The monthly calendar is maintained and circulated to highlight the specific activities and events for each month throughout the school year.

Weekly Calendar

The weekly calendar provides updates and specific details reflecting adjustments to the school counseling program calendar.